Indonesian Stage 4 assessment task

School promotional video

Target group

Year 7 or 8

Indicative time

4 to 8 hours

Marks and weighting

To be decided by school

Due date

To be decided by school

Context

This task forms part of a unit of work on school for Stage 4 students of Indonesian. Students would already be familiar with school-related vocabulary and aspects of Indonesian school life.

Task

Students work in groups of 3-4 to design and create a digital video promoting their school to students in Indonesia wishing to study in Australia. The content will be in Indonesian as the target audience is Indonesian school students.

Feedback

Teacher will provide written comments on areas that need improving on the draft storyboard. Teacher will provide written feedback on the marking rubric for the final product.

Outcomes

Outcomes and other syllabus material referenced in this document come from [Indonesian K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/ac0c3648-3edf-4393-83c4-efbd0038d7c3/indonesian_k10_syl.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

|  |  |  |
| --- | --- | --- |
| Outcome | Students learn about | Students learn to |
| 4.UL.3 | the use of information and communication technologies for communicative purposes | produce original text using information and communication technologies |
| 4.UL.4 | manipulation of known structures for writing in new contexts | select and incorporate modelled linguistic structures in own writing |
| 4.UL.4 | the purpose and context of communication and their influence on the choice of structure, format and vocabulary | plan, draft and edit when constructing own text |
| 4.MLC.2 | specific patterns and rules in word construction, word order and sentence structure | identify specific characteristics of the language, eg grammatical structures and features such as affixation |

Marking criteria

Students will be assessed on their ability to:

* use vocabulary related to the topic of school
* use a range of grammatical structures
* use language and video format appropriate to high school students, including expressions which are used in advertising in Indonesia
* create an engaging video which promotes the school, including at least five different locations, for example Indonesian classroom, library, canteen, kitchen, playground.

Task instructions

Follow these steps to successfully create your video.

1. Plan

Start by making sure you understand the:

* purpose (making a digital video promoting your school)
* audience (Indonesian students wanting to study in Australia)
* context for your creation (international business, e-commerce).

Allocate roles, for example:

* camera
* narrator
* presenter/s.

2. Draft and storyboard

* Make a series of pictures like a comic strip, setting out some of the images you aim to include in your video, making sure you highlight a range of areas within your school. Above each picture write a simple sentence about the image, including a title and any slogans in Indonesian.
* Include an introductory title, credits and contact details.
* Each group member should be responsible for at least two sections of the final video, for example Student A will storyboard the front office and the canteen; Student B will storyboard the Indonesian classroom and the title shot.
* Scan and submit your draft online to the teacher for feedback.

3. Film your video

* Film each section of your storyboard.

4. Create your film

* Import your short clips/videos from your camera/phone into the movie editor.
* Arrange and edit each clip.
* Add any effects, titles, subtitles, credits and music.
* Ensure any text is in correct Indonesian, and that your final product is appropriate for purpose, audience and context.
* Cite your resources (text and images).
* Save and publish your work.

Marking rubric

| Criteria | Working beyond | Demonstrating | Working towards |
| --- | --- | --- | --- |
| **Storyboard** | Detailed use of storyboard as a planning tool. | Uses the storyboard as a planning tool. | Demonstrates some use of the storyboard as a planning tool. |
| **Vocabulary** | Demonstrates an excellent range of vocabulary related to the topic. | Demonstrates a good range of vocabulary related to the topic. | Uses some vocabulary related to the topic. |
| **Grammar** | Demonstrates an excellent range of accurate grammatical structures. | Demonstrates a good range of grammatical structures, with some mistakes or inaccuracies. | Limited and/or inaccurate use of grammatical structures. |
| **Appropriate to context and audience** | Demonstrates effective and accurate use of language appropriate to the audience, and to the context of advertising in Indonesia (including titles/slogans). | Uses language appropriate to the audience, and to the context of advertising in Indonesia (including titles/slogans). | Limited use of language appropriate to the audience, and to the context of advertising in Indonesia. |
| **Video** | Produces an engaging video showing:   * an excellent range of locations across the school * an excellent range of presentation skills. | Produces a suitable video showing:   * a good range of locations across the school * a range of presentation skills. | Produces a video showing:   * some locations across the school * limited presentation skills. |

Teacher feedback and comment

(Provide feedback to students about what they did well and how to improve.)